



**Indiana
Department of Education**

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Indiana Superintendent of Public Instruction

Indiana Academic Standards And Resource Guide United States Government

Standards Approved March 2014

Indiana Department of Education

College and Career Readiness

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What are standards?

Standards outline *what students need to know, understand, and be able to do.*

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are *NOT* a curriculum;** therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

UNITED STATES GOVERNMENT

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. A focus on American interactions with other nations, and the government's role in world affairs, will also be included. Using primary and secondary resources, students articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- DOE Code; 1540
- *Recommended Grade Level: Grades 11 or 12*
- *Recommended Prerequisites: None*
- *Credits: 1 semester, 1 credit*
- *Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma*

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, society and culture (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

CONTENT STANDARDS

Standard 1 — The Nature of Politics and Government

Students identify, define, compare and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Standard 2 — Foundations of Government in the United States

Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.

Standard 3 — Purposes, Principles and Institutions of Government in the United States

Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.

Standard 4 — The Relationship of the United States to Other Nations in World Affairs

Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

Standard 5 — Roles of Citizens in the United States

Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

Standard 1: The Nature of Politics and Government

Students identify, define, compare and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

- USG.1.1** Define civic life, political life, and private life and describe the activities of individuals in each of these spheres. (Individuals, Society and Culture)
- USG.1.2** Define the terms and explain the relationship between politics, government, and public policy. (Economics)
- USG.1.3** Interpret the purposes and functions of government found in the Preamble of the United States Constitution. (Economics)
- USG.1.4** Compare and contrast types of government including direct democracy, monarchy, oligarchy, and totalitarianism. (History; Individuals, Society and Culture)
- USG.1.5** Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.
- USG.1.6** Compare and contrast unitary, confederate, and federal systems of government.
- USG.1.7** Define and provide examples of constitutionalism, rule of law, limited government, and popular sovereignty in the United States Constitution and explain the relationship of these constitutional principles to the protection of the rights of individuals. (History; Individuals, Society and Culture)
- USG.1.8** Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.
- USG.1.9** Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties. (History; Individuals, Society and Culture)

Standard 2: Foundations of Government in the United States

Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.

- USG.2.1** Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791). (History; Individuals, Society and Culture)
- USG.2.2** Understand the concept of compromise and evaluate its application during the Constitutional Convention.
- USG.2.3** Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.
- USG.2.4** Explain the history and provide examples of foundational ideas of American government embedded in the Founding-Era documents such as: natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism, and individual rights.
- USG.2.5** Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.
- USG.2.6** Explain how a shared American civic identity is based on commitment to foundational ideas in Founding-Era documents and in core documents of subsequent periods of United States history. (History)
- USG.2.7** Using primary documents compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government on ratification of the United States Constitution (1787–1788). (History)
- USG.2.8** Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy. (Individuals, Society and Culture)

Standard 3: Purposes, Principles and Institutions of Government in the United States

Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students also describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.

- USG.3.1** Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional and representative democracy.
- USG.3.2** Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, republican government or representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of Indiana.
- USG.3.3** Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.
- USG.3.4** Explain the relationship between limited government and a market economy. (Economics)
- USG.3.5** Explain the section of Article IV, Section 4, of the United States Constitution which says, "The United States shall guarantee to every State in the Union a Republican form of government."
- USG.3.6** Compare and contrast the enumerated, implied and denied powers in the United States Constitution and the Indiana Constitution.
- USG.3.7** Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.
- USG.3.8** Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups and businesses. (Economics)
- USG.3.9** Explain how a bill becomes law in the legislative process of the United States and the state of Indiana.
- USG.3.10** Describe the procedures for amending the United States and Indiana Constitutions and analyze why it is so difficult to amend these Constitutions.
- USG.3.11** Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review and an independent judiciary.
- USG.3.12** Analyze the functions of major departments of the executive branch in the United States and in Indiana. (Individuals, Society and Culture)
- USG.3.13** Explain the electoral process in terms of election laws and election systems on the national, state and local level.
- USG.3.14** Analyze the election of Benjamin Harrison, Indiana's only president, his approach to the presidency, his relationship to the legislative branch, and his re-election defeat, considering the effects of party politics and public opinion.

- USG.3.15** Summarize the evolution of political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state and local levels of the federal system. (History; Individuals, Society and Culture)
- USG.3.16** Explain and evaluate the original purpose and function of the Electoral College and its relevance today.
- USG.3.17** Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.
- USG.3.18** Identify the role and development of special interest groups in politics and explain their impact on the development of state and local public policy. (Economics; History; Individuals, Society and Culture)
- USG.3.19** Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as *Marbury v. Madison* (1803), *Baker v. Carr* (1962), *United States v. Nixon* (1974), *Clinton v. City of New York* (1998) and *Bush v. Gore* (2000).
- USG.3.20** Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as *McCulloch v. Maryland* (1819), *Alden v. Maine* (1999) and the denial of certiorari for the *Terri Schiavo* case (2005). (History; Individuals, Society and Culture)
certiorari: a writ from a high court to a low court requesting a transcript of the proceedings of a case for review
- USG.3.21** Describe the influence of the media and technology on public opinion and public policy.

Standard 4: The Relationship of the United States to Other Nations in World Affairs

Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

- USG.4.1** Compare and contrast governments throughout the world with the United States government in terms of source of the government's power.
- USG.4.2** Describe how different governments interact in world affairs. (Individuals, Society and Culture)
- USG.4.3** Analyze reasons for conflict among nations, such as competition for resources and territory, differences in ideology, and religious or ethnic conflicts.
- USG.4.4** Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.
- USG.4.5** Analyze powers the United States Constitution gives to the executive, legislative and judicial branches of government in the area of foreign affairs.
- USG.4.6** Identify and describe strategies available to the United States government to achieve foreign policy objectives. (Economics; Geography; History; Individuals, Society and Culture)

- USG.4.7** Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy. (Economics)
- USG.4.8** Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world. .
- USG.4.9** Discuss specific foreign policy issues that impact local community and state interests. (Economics; Individuals, Society and Culture)

Standard 5: Roles of Citizens in the United States

Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

- USG.5.1** Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana and understand the criteria used for attaining both.
- USG.5.2** Analyze the roles and responsibilities of citizens in Indiana and the United States. (Individuals, Society and Culture)
- USG.5.3** Discuss the individual's legal obligation to obey the law, serve as a juror, and pay taxes.
- USG.5.4** Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court; analyze and evaluate landmark cases of the United States Supreme Court concerning civil rights and liberties of individuals.
- USG.5.5** Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this. (History)
- USG.5.6** Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups.
- USG.5.7** Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.
- USG.5.8** Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.
- USG.5.9** Use information from a variety of resources to describe and discuss current American political issues. (History, Economics, Geography)



Indiana Academic Standards Content Area Literacy: History/Social Studies

Guiding Principle: *Students develop discipline-specific reading and writing skills. Within the areas of History/Social Studies, students apply these skills in order to develop a deeper understanding of the content area.*

There are six key areas found in the Literacy in History/Social Studies section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Literacy in History/Social Studies.

Note that the standards in this section are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6-12 (e.g., History/Social Studies teachers, Science teachers, Career and Technical Education teachers, etc.) on expectations for integrating reading and writing skills into their classrooms.

In Literacy in History/Social Studies, students are expected to do the following:

LEARNING OUTCOMES	LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES		
	Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
KEY IDEAS AND TEXTUAL	6-8.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.
	LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)		
	Extract and construct meaning from history/social studies texts using a variety of comprehension skills		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

	6-8.LH.2.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., <i>how a bill becomes a law, how interest rates are raised or lowered</i>).	9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRUCTURAL ELEMENTS AND ORGANIZATION	LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING) Build understanding of history/social studies texts, using knowledge of structural organization and author’s purpose and message		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., <i>how Madison defines faction in Federalist No. 10</i>).
	6-8.LH.3.2: Describe how a text presents information (e.g., <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	6-8.LH.3.3: Identify aspects of a text that reveal an author’s perspective or purpose (e.g., <i>loaded language, inclusion or avoidance of particular facts</i>).	9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	11-12.LH.3.3: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
SYNTHESIS AND CONNECTION OF IDEAS	LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING) Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.4.1: Integrate visual information (e.g., <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (e.g., <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
	6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author’s claims.	11-12.LH.4.2: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
	6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES	LH.5: WRITING GENRES (WRITING)		
	Write for different purposes and to specific audiences or people		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.5.1: Write arguments focused on discipline-specific content.	9-10.LH.5.1: Write arguments focused on discipline-specific content.	11-12.LH.5.1: Write arguments focused on discipline-specific content.
	6-8.LH.5.2: Write informative texts, including analyses of historical events.	9-10.LH.5.2: Write informative texts, including analyses of historical events.	11-12.LH.5.2: Write informative texts, including analyses of historical events.
THE WRITING PROCESS	LH.6: THE WRITING PROCESS (WRITING)		
	Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
	6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
THE RESEARCH PROCESS	LH.7: THE RESEARCH PROCESS (WRITING)		
	Build knowledge about the research process and the topic under study by conducting short or more sustained research		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

	6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., <i>APA</i> or <i>Chicago</i>).	9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., <i>APA</i> or <i>Chicago</i>).	11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., <i>APA</i> or <i>Chicago</i>).
	6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.	9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.	11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

Approved April 2014

APPENDIX A: TEACHER RESOURCE GUIDE

UNITED STATES GOVERNMENT

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document will be continually updated. Please send any suggested links and report broken links to:

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The links compiled and posted in this Resource Guide have been provided by the Department of Education and other sources. The DOE has not attempted to evaluate any posted materials. They are offered as samples for your reference only and are not intended to represent the best or only approach to any particular issue. The DOE does not control or guarantee the accuracy, relevance, timeliness, or completeness of information contained on a linked website; does not endorse the views expressed or services offered by the sponsor of a linked website; and cannot authorize the use of copyrighted materials contained in linked websites. Users must request such authorization from the sponsor of the linked website.

WEBSITES FOR UNITED STATES GOVERNMENT

[The Library of Congress THOMAS](#)
[The Library of Congress: Federal Government](#)
[The Library of Congress: Government, Politics & Law](#)
[Charters of Freedom](#)
[Government Websites](#)
[National Standards for Civics and Government](#)
[Fundamentals of Representative Democracy](#)
[Bill of Rights Institute](#)
[50 Core Documents](#)
[iCivics](#)
[Exploring Constitutional Law](#)
[Center for the Study of the American Constitution – Lesson Plans](#)
[Center for the Study of the American Constitution – Document of the Month](#)

Standard 1: The Nature of Politics and Government

Students identify, define, compare and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

USG.1.1 Define civic life, political life, and private life and describe the activities of individuals in each of these spheres. (Individuals, Society and Culture)

Resources

[What are examples of civic, political, and private life in American society?](#)

USG.1.2 Define the terms and explain the relationship between politics, government, and public policy. (Economics)

Resources

[What is the meaning of citizenship, politics and government?](#)

USG.1.3 Interpret the purposes and functions of government found in the Preamble of the United States Constitution. (Economics)

Resources

[The Preamble to the Constitution: How Do You Make a More Perfect Union](#) (Edsitement)

[Two versions of the Preamble to the Constitution, 1787](#) (Gilder Lehrman; free registration)

[The Evolution of the US Constitution: The Preambles to the Articles of confederation and the US Constitution](#)

[The Preamble to the US Constitution, the Pledge of Allegiance, and the Declaration of Independence](#)

[Thoughts on the Preamble to the Constitution](#)

[Describe the purposes and functions of government](#)

USG.1.4 Compare and contrast types of government including direct democracy, monarchy, oligarchy, and totalitarianism. (History; Individuals, Society and Culture)

Resources

[Who Rules?](#) (iCivics; free registration)

[Who Rules? - WordPress.com](#) (simple PowerPoint)

[Define and provide examples of different forms of government](#)

USG.1.5 Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.

Resources

[Limited and Unlimited Government](#) (flash cards)

[Limited vs. Unlimited Government](#) (PowerPoint)

[Limited and Unlimited Governments](#) (PowerPoint)

USG.1.6 Compare and contrast unitary, confederate, and federal systems of government.

Resources

[Federal, Confederal, and Unitary systems of government](#)

[Nations and States](#)

USG.1.7 Define and provide examples of constitutionalism, rule of law, limited government, and popular sovereignty in the United States Constitution and explain the relationship of these constitutional principles to the protection of the rights of individuals. (History; Individuals, Society and Culture)

Resources

[CHART](#)

[Chapter 3 Constitution Notes.docx](#)

[Rule of Law](#) (iCivics)

USG.1.8 Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.

[The Importance of a Democratic Constitution](#)

USG.1.9 Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties. (History; Individuals, Society and Culture)

Resources

[Majority Rule/Minority Rights: Essential Principles](#)

[Majority Rule vs. Minority Rights](#)

Standard 2: Foundations of Government in the United States

Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.

USG.2.1 Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791). (History; Individuals, Society and Culture)

Resources

[Advice to Americans from Thomas Paine and George Washington, 1783](#)

[The Nature of the Republic](#)

[Attempts to Revise the Articles of Confederation](#)

[Articles of Confederation vs. the Constitution](#)

[Preparing for the Constitutional Convention](#)

[Federalist & Antifederalist Positions](#)

[The Debate Begins](#)

[The Last Day of the Constitutional Convention, 17 September 1787](#)

[The Bill of Rights: Its History and Significance](#)

[Advice to Americans \(pdf\)](#)

[Preparing for the Constitutional Convention \(pdf\)](#)

USG.2.2 Understand the concept of compromise and evaluate its application during the Constitutional Convention.

Resources

[The Great Compromise](#)

[The 3/5 Compromise](#)

[Constitutional Convention and the Compromises - Your ...](#) PowerPoint

USG.2.3 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.

Resources

Magna Carta

http://www.archives.gov/exhibits/featured_documents/magna_carta/

[Magna Carta and its American Legacy](#)

Edsitement: [Magna Carta: Cornerstone of the U.S. Constitution](#)

Mayflower Compact

[MayflowerHistory.com](#)

English Bill of Rights

[English Bill of Rights 1689](#)

Declaration of Independence

[Declaration of Independence](#)

[Declaration of Independence – An Analytical View](#)

[The Declaration of Independence: Created Equal?](#)

[Gilder Lehrman: The Declaration of Independence](#)

[The Northwest Ordinance](#)

Federalist Papers (1,9,10,39,51,78)

[Federalist No. 1](#)

[Federalist No. 10](#)

[Federalist No. 51](#)

U.S. Constitution

[Constitution of the United States](#)

[Teaching Six Big Ideas in the Constitution](#) (National Archives)

[Constitution Day Activity](#) (Bill of Rights Institute)

[The Constitution: Drafting a More Perfect Union](#) (Library of Congress)

Bill of Rights

[Bill of Rights](#)

[Congress and the Creation of the Bill of Rights](#) (National Archives)

[The Bill of Rights: Debating the Amendments](#) (Library of Congress)

[The Bill of Rights: Its History and Significance](#)

[Bill of Rights Infographic](#)

[Indiana Constitution \(1816\)](#)

[Indiana Constitution \(1851\)](#)

[Airport Scanners and the Fourth Amendment](#)

[Affirmative Action and the Constitution](#)

[Internet Copyright and Piracy Bills](#)

USG.2.4 Explain the history and provide examples of foundational ideas of American government embedded in the Founding-Era documents such as: natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism, and individual rights.

Resources

[Basic Concepts of American Democracy lesson](#)
[Magna Carta and its American Legacy](#)

USG.2.5 Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.

Resources

Social contract and natural rights theories: <http://resourcesforhistoryteachers.wikispaces.com/USG.2.3>
[John Locke](#) (Stanford .edu)

USG.2.6 Explain how a shared American civic identity is based on commitment to foundational ideas in Founding-Era documents and in core documents of subsequent periods of United States history. (History)

Resources

[Declaration of Independence](#)
[The Seneca Falls Declaration of Sentiments and Resolutions](#)
[The Gettysburg Address](#)
[Lincoln's Second Inaugural Address \(1865\)](#)
[FDR's Four Freedom's Speech](#)
[JFK's Inaugural Address \(1961\)](#)
[MLK Jr.'s "Letter from a Birmingham Jail" \(1963\)](#)

USG.2.7 Using primary documents compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government on ratification of the United States Constitution (1787–1788). (History)

Resources

[Federalist & Antifederalist Positions](#)
[What Conflicting Opinions Did the Framers Have about the Completed Constitution?](#)
[The Constitution: Counter Revolution or National Salvation?](#) (Library of Congress)

USG.2.8 Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy. (Individuals, Society and Culture)

Standard 3: Purposes, Principles and Institutions of Government in the United States

Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students also describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.

USG.3.1 Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional and representative democracy.

Resources

[Constitution Annotated](#)

[Analysis and Interpretation of the Constitution](#)

[The Constitution Explained](#)

[How Was the Constitution Used to Organize the New Government?](#) 

USG.3.2 Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, republican government or representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of Indiana.

Resources

[Teaching Six Big Ideas in the Constitution](#) (National Archives)

[Four Key Constitutional Principles](#)

USG.3.3 Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.

Resources

[Constitution of the United States](#)

[Indiana Constitution \(1851\)](#)

USG.3.4 Explain the relationship between limited government and a market economy. (Economics)

Resources

[Characteristics of a Market Economy](#) (Slide show)

USG.3.5 Explain the section of Article IV, Section 4, of the United States Constitution which says, "The United States shall guarantee to every State in the Union a Republican form of government."

Resources

[Republican Government](#) (Bill of Rights Institute)

Constitution Center: <http://constitutioncenter.org/constitution/the-articles/article-iv-the-states>

USG.3.6 Compare and contrast the enumerated, implied and denied powers in the United States Constitution and the Indiana Constitution.

Resources

[Federalism Chart](#)
[Powers Denied Congress](#)
[Article 1 Section 8](#)
[Article 1 Section 9](#)
[Article 1 Section 10](#)

USG.3.7 Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.

Resources

[Three Branches of Government](#) (image)
[Separation of Powers](#)
[Constitutional Issues: Separation of Powers](#)
[The Clinton Impeachment](#)

USG.3.8 Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups and businesses. (Economics)

Resources

[Effectiveness of Monetary Policy and Fiscal Policy](#)

USG.3.9 Explain how a bill becomes law in the legislative process of the United States and the state of Indiana.

Resources

[Schoolhouse Rock – How a Bill Becomes a Law](#)
[How a Bill Becomes a Law](#) (image)
[How a Bill Becomes a Law in Indiana](#)
[How a Bill Becomes a Law in Indiana](#) (Indiana Chamber of Commerce)

USG.3.10 Describe the procedures for amending the United States and Indiana Constitutions and analyze why it is so difficult to amend these Constitutions.

Resources

[Article V: Amending the Constitution](#)
[The Constitutional Amendment Process](#) (National Archives)
[Amending the Constitution](#) (image)
[Article 16 Indiana Constitution](#)

USG.3.11 Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review and an independent judiciary.

Resources

iCivics: [Judicial Branch Resources](#)
[Judicial Review](#)
[Indiana Judiciary Website](#)

USG.3.12 Analyze the functions of major departments of the executive branch in the United States and in Indiana. (Individuals, Society and Culture)

Resources

United States

[Department of Defense](#)

[Department of State](#)

[Department of Homeland Security](#)

[Department of Treasury](#)

[Department of Justice](#)

Indiana

[Indiana State & Local Government](#)

[Indiana Department of State](#)

[Indiana Department of Homeland Security](#)

[Indiana Department of Agriculture](#)

[Indiana Department of Education](#)

[Indiana Department of Natural Resources](#)

[Indiana Department of Revenue](#)

[Indiana Economic Development Corporation](#)

USG.3.13 Explain the electoral process in terms of election laws and election systems on the national, state and local level.

Key Terms/Topics

Voter Registration

Primary elections

Campaign Finance Laws

Resources

[Election Process](#) (Library of Congress)

[Indiana Elections: Voter Resources – My Time To Vote](#)

USG.3.14 Analyze the election of Benjamin Harrison, Indiana’s only president, his approach to the presidency, his relationship to the legislative branch, and his re-election defeat, considering the effects of party politics and public opinion.

Resources

[United States presidential election, 1888](#)

[Election of 1888](#)

[Benjamin Harrison Presidential Site](#)

[American President: Benjamin Harrison](#)

USG.3.15 Summarize the evolution of political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state and local levels of the federal system. (History; Individuals, Society and Culture)

Resources

[Edsitement: The First American Party System – Events, Issues, and Positions](#) (3 Lessons)

USG.3.16 Explain and evaluate the original purpose and function of the Electoral College and its relevance today.

Resources

[U. S. Electoral College](#)

[U.S. Electoral College Teaching Resources](#) (National Archives)

[The Electoral College Debate](#)

USG.3.17 Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.

Resources

[Let's Talk Politics](#) (Indiana Chamber of Commerce)

USG.3.18 Identify the role and development of special interest groups in politics and explain their impact on the development of state and local public policy. (Economics; History; Individuals, Society and Culture)

Key Terms/Topics

Citizens groups

Corporate lobbyists

Unions

Educational institutions

Resources

[The Role of Interest Groups](#)

USG.3.19 Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as Marbury v. Madison (1803), Baker v. Carr (1962), United States v. Nixon (1974), Clinton v. City of New York (1998) and [Bush v. Gore](#) (2000).

Resources

[Exploring Constitutional Issues: Separation of Powers](#)

[Landmark Supreme Court Decisions and the Constitution](#)

[Marbury v. Madison](#)

[Baker v. Carr](#)

[U.S. v. Nixon](#)

[Clinton v. City of New York](#)

[Bush v. Gore](#)

[Bush v. Gore and the 2000 Presidential Election](#)

USG.3.20 Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as *McCulloch v. Maryland* (1819), *Alden v. Maine* (1999) and the denial of certiorari for the Terri Schiavo case (2005). (History; Individuals, Society and Culture)

certiorari: a writ from a high court to a low court requesting a transcript of the proceedings of a case for review

Resources

[The Question of States' Rights: The Constitution and American Federalism](#)

[McCulloch v. Maryland](#)

[Alden v. Maine](#)

Terri Schiavo case

USG.3.21 Describe the influence of the media and technology on public opinion and public policy.

[Mass Media Influence on Society](#)

Standard 4: The Relationship of the United States to Other Nations in World Affairs

Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

USG.4.1 Compare and contrast governments throughout the world with the United States government in terms of source of the government's power.

Key Terms/Topics

Democracy

Dictatorship

Monarchy

Resources

[Comparing Governments](#)

USG.4.2 Describe how different governments interact in world affairs. (Individuals, Society and Culture)

Key Terms/Topics

Trade

Diplomacy

Military actions

Treaties and agreements

USG.4.3 Analyze reasons for conflict among nations, such as competition for resources and territory, differences in ideology, and religious or ethnic conflicts.

[Reasons for Conflict Between Nations](#)

USG.4.4 Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.

Key Terms/Topics

The United Nations
The International Red Cross
Catholic Relief Services

Resources

[United Nations Research Guide](#)
[ICRC Resource Centre](#)
[CRS Resource Library](#)

USG.4.5 Analyze powers the United States Constitution gives to the executive, legislative and judicial branches of government in the area of foreign affairs.

[An Understanding of the Constitution's Foreign Affairs Power](#)

USG.4.6 Identify and describe strategies available to the United States government to achieve foreign policy objectives. (Economics; Geography; History; Individuals, Society and Culture)

Key Terms/Topics

Diplomatic aid
Treaties
Sanctions
Military intervention

USG.4.7 Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy. (Economics)

Key Terms/Topics

Corporate lobbyists
Unions
Citizen groups
Media
World institutions

USG.4.8 Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world. .

Key Terms/Topics

Immigration
Global climate change
Terrorism
Ethnic cleansing

USG.4.9 Discuss specific foreign policy issues that impact local community and state interests. (Economics; Individuals, Society and Culture)

Standard 5: Roles of Citizens in the United States

Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

USG.5.1 Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana and understand the criteria used for attaining both.

Resources

[The Meaning of American Citizenship](#)
[US Citizenship and Immigration Services](#)

USG.5.2 Analyze the roles and responsibilities of citizens in Indiana and the United States. (Individuals, Society and Culture)

Key Terms/Topics

Voting in public elections
Being informed on civic issues
Participating in voluntary associations
Participating in political activities

USG.5.3 Discuss the individual's legal obligation to obey the law, serve as a juror, and pay taxes.

USG.5.4 Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court; analyze and evaluate landmark cases of the United States Supreme Court concerning civil rights and liberties of individuals.

Resources

[Freedom of speech](#)
[Introduction to the Free Speech Clause](#)
[What is "Speech"?](#)

[Right to bear arms](#)
[A Look at the Fourteenth Amendment](#)

USG.5.5 Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this. (History)

Key Terms/Topics

Times of civil unrest
Wartime

Resources

[Civil Liberties in Wartime](#)

USG.5.6 Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups.

Key Terms/Topics

Voting
Lobbying
Editorial writing
Protests

USG.5.7 Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.

Resources

[Let's Talk Politics](#) (Indiana Chamber of Commerce)

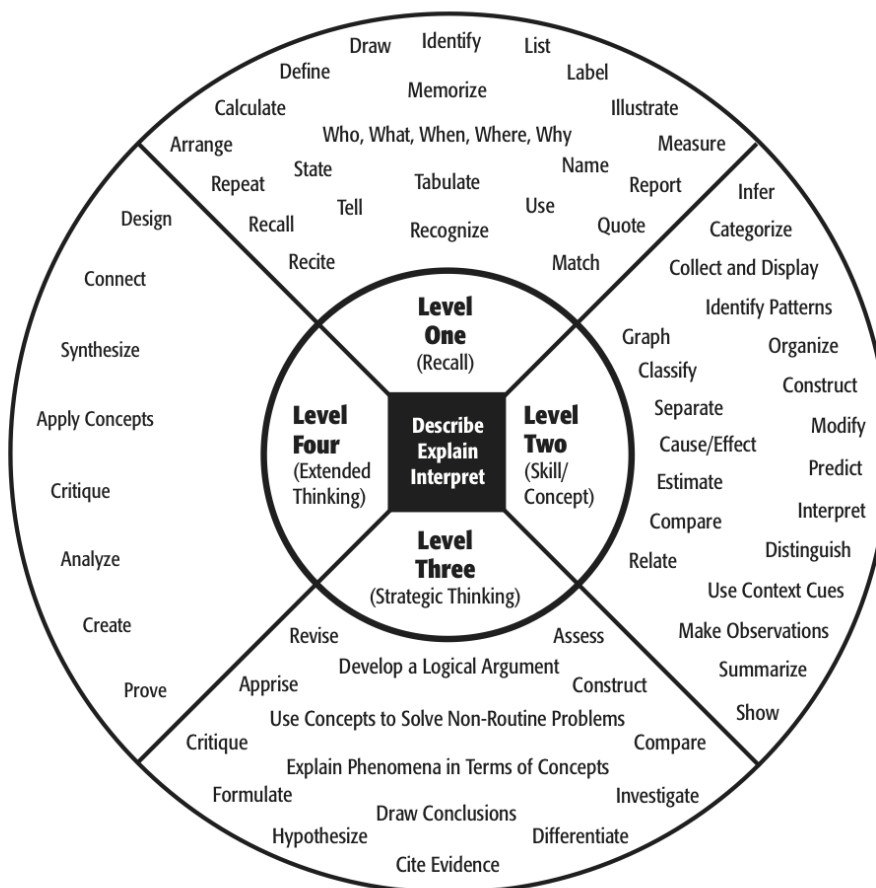
USG.5.8 Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.

USG.5.9 Use information from a variety of resources to describe and discuss current American political issues. (History, Economics, Geography)

Key Terms/Topics

Environmental issues
Women's rights
Affirmative action
discrimination

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>.